The Positive Impact of Leadership and Work Motivation on Job Satisfaction of Honorary School Administration Staff

Wina Dwi Apriliyani[1*], Neti Karnati[2], Sugiarto[3], Moh. Reza Ifnuari[4]

[1,2,3,4] Postgraduate Program in Education Management, State University of Jakarta, Indonesia

A B S T R A K

Dalam rangka meningkatkan kualitas kinerja tenaga administrasi di sekolah, selalu diupayakan peningkatan kepuasan kerja. Peningkatan kepuasan kerja staf administrasi dipengaruhi oleh banyak faktor, antara lain peran kepemimpinan kepala sekolah sebagai atasan langsung dan motivasi staf administrasi. Penelitian ini dilakukan untuk menganalisis pengaruh kepemimpinan dan motivasi pada staf administrasi sekolah honorer. Waktu yang digunakan selama kegiatan penelitian direncanakan selama sembilan bulan. Analisis data yang digunakan adalah structural equation model (SEM) dengan menggunakan software AMOS. Temuan dari penelitian bahwa ada gaya kepemimpinan kepala sekolah berpengaruh positif dan signifikan terhadap kepuasan kerja staf administrasi sekolah honorer. Kemampuan manajemen kepala sekolah untuk memberikan kontribusi yang signifikan terhadap pelayanan staf administrasi dan motivasi kerja yang tinggi akan berpengaruh positif terhadap kepuasan kerja. Sebagai pengelola sekolah kehormatan yang memegang peranan penting dalam suatu lembaga pendidikan, mereka harus memiliki kesadaran untuk memotivasi diri sendiri dalam melaksanakan tugasnya sehingga tujuan yang diinginkan dapat tercapai.

A B S T R A C T

In order to improve the quality of performance of administrative staff in schools, efforts are always made to increase job satisfaction. The increase in job satisfaction of administrative staff is influenced by many factors, including the principal's leadership role as a direct supervisor and the motivation of administrative staff. This study was conducted to analyse the influence of leadership and motivation on honorary school administration staff. The time used during research activities is planned for nine months. The data analysis used is structural equation model (SEM) using AMOS software. The findings from the study that there is a principal's leadership style have a positive and significant effect on the job satisfaction of honorary school administrative staff. The ability of the principal's management to contribute significantly to the service of administrative staff and high work motivation will have a positive effect on job satisfaction. As honorary school administrators who play an essential role in an educational institution, they must have the awareness to motivate themselves in carrying out their duties so that the desired goals can be achieved.

1. INTRODUCTION

Education has a strategic role in the development of a nation. Through education, a young generation can be created skilled, independent, and agile to solve existing problems. Quality, effective, and efficient education is a dream for every educational institution unit (Nurochmah et al., 2019). To create quality education, we need professional educators and education staff (Miftahuddin, 2017). As state on National Education System Law, education personnel not only play a role in assisting schools in administrative matters but also in management, development, supervision, and technical services. Meanwhile, one of the educational staff in schools is school administration staff (Rosali & Tolla, 2020). Administrative staff or non-educational/non-teacher staff, namely personnel who are not directly tasked with realizing the learning process, including administrative staff, laboratory staff, finance, drivers, errand boys, night watchmen, library staff and etc. Meanwhile, administrative or administrative staff are staff who carry out administrative technical tasks with their respective expertise and educational backgrounds (Rahmi, 2019).

Satisfaction in the context of teaching refers to the level of fulfilment of a person's personal and professional needs in carrying out his role as a teacher (Utomo et al., 2019). School administrative staff are tasked with providing administrative service support for implementing the education process in schools (Valentina et al., 2018). They are non-teaching staff, commonly known as administrative staff (TU) (Muspawi & Robi'ah, 2020). The activities of planning, organizing, implementing, and controlling are

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*Corresponding author.
E-mail addresses: wina_dwiapriliyani@yahoo.com (Wina Dwi Apriliyani)

examples that humans in their lives and livelihoods always administer (Usman, 2016). In general, TU staff or administrative staff in Indonesian schools must work in all fields assigned by the principal or by the head of the TU. They also have to work well with the principal and teachers, or they work alone. In terms of education graduates, school administration staff in Indonesia do not have a specific level of education; they can be elementary, middle, high school graduates, or undergraduate graduates (Achmadwati et al., 2018). Honorary School Administration Personnel are workers with a particular time serving school administration to run educational activities in schools. The assessment of educational success should be viewed from various points of view. Starting from setting a regular learning schedule, completeness of school facilities and infrastructure that are adequate and meet standards, cleanliness and comfort of the school environment are always maintained, strict school management and strict supervision (Muspawi & Robi'ah, 2020).

The performance of school administrative staff is one of the determining factors for achieving educational goals (Ratnasari et al., 2018). Performance results from an employee's work viewed from quality, quantity, working time, and cooperation in achieving the organization's goals (Purwanto et al., 2020). One of the factors that influence the achievement of maximum performance is job satisfaction. Job satisfaction of school administrators is one of the factors that must be considered. In that case, it will create an atmosphere full of togetherness, have the same responsibilities, a good communication climate, and high morale to achieve optimally (Rasyid & Tanjung, 2020). Job satisfaction is one of the factors that encourage someone to want to work. If an employee has obtained satisfaction from his work, he will feel happy to work (Siagian & Khair, 2018). There are previous researches that state about job satisfaction, based on their research Employee job satisfaction is influenced by factors. Such as fair and proper remuneration, proper placement according to expertise, the severity of the work, atmosphere, and work environment, equipment that supports the implementation of work, leadership attitudes in leadership, and the nature of the work that is monotonous or not (Auliani & Wulanyani, 2017).

Leadership and work motivation are also suspected as several factors that have good impact on job satisfaction. Leadership help employee to make a method of solving models by setting an example and planning to get success for the performance and satisfaction of subordinates (Dinata et al., 2018). In addition, a leader in an organization must be able to create harmonious integration with his subordinates, including fostering cooperation, directing, and encouraging the work passion of subordinates to create positive motivation that will lead to full intention and effort (performance) (Tambunan, 2019). Another factor that affects job satisfaction is work motivation. Work motivation is a need that is met and stimulates the drive within the individual. This drive then results in finding specific goals that can create a sense of satisfaction and reduce tension when achieved. Therefore, employees who have high work motivation will have a high level of job satisfaction (Kosasih, 2017). A person's motivation usually includes the desire to excel, get awards for achievements achieved, challenges in achieving goals, having a sense of belonging, developing abilities, involvement in decisions, and opportunities for advancement (Subariyanti, 2017).

Seeing how important the role of school administration staff is, observations were made to see how their level of job satisfaction affected their performance in supporting the educational process. Based on initial observations, it can be seen that the level of job satisfaction of honorary school administrative staff is still low, moreover, according to Iin Solihin as the head of the operator of SMP Negeri Kec. Jatinegara, East Jakarta, has no attention from policymakers for honorary school administrative staff when making Government Employee Admissions with Work Agreements (PPPK) in 2019. Where in 2019, PPPK only focused on Teachers, Agricultural Extension Officers, and Health Workers. In addition, there is no clarity for them about the income to be obtained because the payment of exceptional honorary salaries for the administration and school administration profession comes from the School Operational Assistance (BOS) fund. See low levels of job satisfaction of employees' honorary school administration; the research was conducted. The research object is the administrative staff of the honorary school of SMP Negeri Region 1, East Jakarta City Administration. This study focuses on how leadership and work motivation affect job satisfaction of honorary school administrative staff.

2. METHODS

This study uses a quantitative approach with a survey method. Analysis of the data used is path analysis (path analysis) to test research hypotheses using = 0.05, proceeded by normality test, estimation error, and regression analysis on research results. Kolmogorov Smirnov test is the normality test used in this study. The ANOVA test for significance and linearity tests using SPSS Version 24 software. Path analysis calculations also use the Structural Equation Model (SEM) AMOS V. 26. This research was conducted on honorary school administration staff at SMP Negeri Region 1, East Jakarta City Administration. Region 1 East Jakarta has five sub-districts, namely Jatinegara District, Duren Sawit

District, Cakung District, Pulogadung District, Matraman District, and has a total of 157 Junior High Schools. This research focuses on the administrative staff of honorary schools who teach at public junior high schools in the region. Time spent during research activities is planned for nine months from February - October at SMP Negeri Territory 1, East Jakarta.

The data taken in the field is in the form of quantity figures, which will then be processed statistically. So, processing the data required treatment according to statistical rules. They were starting by testing reliability and validity to produce actual data so that they can be confused. Furthermore, the prerequisite test for normality and regression analysis was carried out to test the effect between variables. The population in this study were all administrative staff of the state junior high school in East Jakarta Region 1. East Jakarta Region I; there were five sub-districts: Jatinegara District, Duren Sawit District, Cakung District, Pulogadung District, and Matraman District. Furthermore, it has a total of 157 public and private junior high schools. This study focuses on public schools in a region 1, with 15 public junior high schools with a total population of 199 honorary school administrators. The research sample amounted to 133 people. The Slovin formula is used to calculate the number of samples considered representative of the population. If the measurement model describes the relationship between latent variables and their indicators, the structural model describes the relationship between latent variables or exogenous variables and latent variables. Data analysis was carried out for testing the hypothesis of this study using path analysis techniques. The use of these techniques previously required test requirements analysis. Each pair of variables whose influence is analysed must meet the requirements for normality. To determine eligibility for normality test is then performed estimation error. Furthermore, the requirements for significance and regression linearity were tested for each pair of variables. Testing requirements analysis is carried out as one of the conditions that must be met before the hypothesis testing process. In this case, the error normality test of the estimated dependent variable (X3) on the independent variable (X1) is carried out. The normality testing process was carried out using SPSS Version 24 software for Windows. The normality test of the estimated simple regression error used the Komolgorov Smirnov-Test test.

3. RESULT AND DISCUSSION

Results

The data in this study is the score of each variable which is measured using a questionnaire. The data was obtained from 133 respondents, namely teachers in honorary school administration staff at SMP Negeri Region 1, East Jakarta City Administration. The research data consisted of a job satisfaction score determined as the dependent variable X3. The leadership score was determined as the independent variable X1, and the motivation score was determined as the independent variable X2. The measurement of job satisfaction variables was obtained based on the questionnaire answers consisting of 40 items. The theoretical score range of job satisfaction variables ranges from 87 to 190. Based on data collection results, a minimum score of 83 and a maximum score of 190 are obtained. Based on descriptive statistical analysis, it is known that the range of job satisfaction scores is 103, the average is 132.87, the median is 133, the model is 128, the standard deviation is 18.15, and the variance 329.49. The measurement of the Leadership variable was obtained based on the answers to a questionnaire consisting of 40 items. The theoretical score range for the Leadership variable ranges from 96 to 191. Based on data collection results, a minimum score of 96 and a maximum score of 193 are obtained. Based on the results of descriptive statistical analysis, it is known that the score range is 97, the average is 133.20, the median is 127, the model is 127, the standard deviation is 20.58, and the variance of 706.60. The motivation variable was measured using a questionnaire consisting of 40 items. The theoretical score range of motivational variables ranges from 96 to 191. Based on data collection results, a minimum score of 96 and a maximum of 193 is obtained. Based on the results of descriptive statistical analysis, it is known that the score range is 97, the average is 116, the median is 116, the model is 124, the standard deviation is 9.77, and the variance 95.50.

Normality Test of Regression Estimated Error X3 over X1

From the results of the calculation of the normality test for the distribution of job satisfaction data (X3) over Leadership (X1), the Kolmogorov-Smirnov Test value is 0.076, so the error in the estimation of the regression equation X3 over X1 shows Asymp. Sig. (2-tailed) or probability value (p-value) = 0.059 > 0.05 (5%) or H_0 is accepted, the data is declared to be normally distributed because the Kolmogorov-Smirnov Test value is more than = 0.05. Thus, it can be interpreted that the normality of the estimated error distribution requirements is met; in other words, the estimated error of the regression equation X3 over X1 is normally distributed. The One-Sample Kolmogorov-Smirnov tests are shown on table 1.

Table 1. Normality test for the distribution of job satisfaction data (X3) over Leadership (X1)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		133
Normal Parameters[a,b]	Mean	0.000
	Std. Deviation	14.235
Most Extreme Differences	Absolute	0.076
	Positive	0.040
	Negative	-0.076
Test Statistic		0.076
Asymp. Sig. (2-tailed)		0.059

Then the calculation of the normality test for the distribution of Job Satisfaction (X3) on Motivation (X2), the Kolmogorov-Smirnov Test value is 0.074, so the estimation error for the X3 regression equation over X2 shows Asymp. Sig. (2-tailed) or p-value = 0.72 > 0.05 (5%) the data is declared normally distributed because the Kolmogorov-Smirnov Test value is more than = 0.05. Thus, it can be interpreted that the normality of the estimated error distribution requirements is met; in other words, the estimated error of the regression equation X3 over X2 is normally distributed. The data are shown on Table 2.

Table 2. Normality test for the distribution of Job Satisfaction (X3) on Motivation (X2)

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		133
Normal Parameters[a,b]	Mean	0.000
	Std. Deviation	15.260
Most Extreme Differences	Absolute	0.074
	Positive	0.041
	Negative	-0.074
Test Statistic		0.074
Asymp. Sig. (2-tailed)		0.072

Normality Test Error Estimated Regression X2 over X1

From the results of the calculation of the normality test for the distribution of Motivation data (X2) over Leadership (X1), the Kolmogorov-Smirnov Test value is 0.872, so the estimation error for the X2 regression equation over X1 shows Asymp. Sig. (2-tailed) or probability value = 0.872 > 0.05 (5%) the data is declared normally distributed because the Kolmogorov-Smirnov Test value is more than = 0.05. Thus, it can be interpreted that the normality requirements of the estimated error distribution are met; in other words, the estimated error of the regression equation X2 over X1 is normally distributed. For specific data are shown on Table 3.

Table 3. Normality Test Error Estimated Regression X2 over X1

		Unstandardized Residual
N		133
Normal Parameters[a,b]	Mean	0.000
	Std. Deviation	8.058
Most Extreme Differences	Absolute	0.075
	Positive	0.043
	Negative	-0.075
Test Statistic		0.075
Asymp. Sig. (2-tailed)		0.063

Based on the calculations in Table 4, it is known that the value of = 76.436 and the value of = 0.424, so the regression equation for academic achievement on achievement motivation is X _3 = 76.436 + 0.424 X1.

Job Satisfaction (X3) on Leadership (X1)

Table 4. Path Coefficient of Job Satisfaction on Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.436	6.355		12.029	0.000
	Leadership	0.424	0.047	0.620	9.055	0.000

Based on the calculations in Table 4, it is known that the value of = 76.436 and the value of = 0.424, so the regression equation for academic achievement on achievement motivation is X _3 = 76.436 + 0.424 X1.

Regression Equation Significance Test

Table 5. ANOVA Regression Equation X3 = 76.436 + 0.424 X1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16742.827	1	16742.827	81.993	0.000
	Residual	26750.000	131	204.198		
	Total	43492.827	132			

Based on Table 5, the results of the significance test of the Job Satisfaction (X3) on Leadership (X1) regression equation is known that Fcount 81.993 is greater than Ftable (0.05;1;133) 3.91. So that the regression equation X3 = 2.620 + 0.007 X1 is declared significant at the significance level = 0.05.

Regression Equation Linearity Test

The results of the linearity test of the Job Satisfaction (X3) on Leadership (X1) regression equation are presented in Table 6. It is known that Fcount = 3.731 is less than Ftable (0.05;64;67) = 3.91 so that the regression equation X _3 = 76.436 + 0.424 X1 declared linear at the significance level = 0.05. Visually, it can be seen the output of the SPSS Version 26 calculation in Table 6.

Table 6. ANOVA Regression Equation Linearity Test X3 = 76.436 + 0.424 X1

			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Residual	Between Groups	(Combined)	26640.142	130	204.924	3.731	.235
		Linearity	16125.468	1	16125.468	293.570	.003
		Deviation from Linearity	10514.673	129	81.509	1.484	.488
	Within Groups		109.858	2	54.929		
	Total		26750.000	132			

From the results of Table 6, it can be seen that the significance value of the Linearity of the Leadership variable (X1) on the Job Satisfaction variable (X3) is 0.003 <0.05, which means it is significant. If the deviation from linearity F-count < F-table or F-count < F (0.05;2;129) then 1.484 < 3.067 so it can be concluded that there is a linear relationship between the X1 variable and the X3 variable. If the deviation from Linearity is 0.488 > 0.05, then there is a significant linear relationship between the two variables.

Correlation Coefficient Test

Table 7. Regression Equation Correlation Coefficient X3 = 76.436 + 0.424 X1

Correlations		Job Satisfaction	Leadership
Job satisfaction	Pearson Correlation	1	0.620
	Sig. (2-tailed)		0.000
	N	133	133
Leadership	Pearson Correlation	.620**	1
	Sig. (2-tailed)	0.000	
	N	133	133

Based on Table 7, the results of the correlation coefficient test for Job Satisfaction is known that the correlation coefficient of Academic Achievement (X3) on Leadership (X1) is 0.620, which means it is positive at the significance level = 0.01.

Job Satisfaction (X3) on Motivation (X2)

Table 8. Path Coefficient of Job Satisfaction on Motivation

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.191	15.882		1.019	0.310
	Motivation	1.006	0.136	0.542	7.373	0.000
a. Dependent Variable: Job Satisfaction						

Based on the calculations in Table 8, it is known that the value of = 16,191 and the value of = 1,006, so the regression equation for academic achievement on achievement motivation is X3 = 16,191 + 1,006 X2.

Regression Equation Significance Test

Table 9. ANOVA of Regression Equation X3 = 16,191 + 1,006 X2

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12754.434	1	12754.434	54.356	0.000[b]
	Residual	30738.393	131	234.644		
	Total	43492.827	132			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Motivation						

Base on Table 9, shown the results of the significance test of the Job Satisfaction (X3) on Motivation (X2) regression equation. It is known that Fcount 54.356 is greater than Ftable (0.05;1;131) = 3.914, so that the regression equation X3 = 16,191 + 1.006 X2. is significant at the significance level = 0.05.

Regression Equation Linearity Test

Table 10. ANOVA Test Linearity Regression Equation X3 = 16,191 + 1,006 X2

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction * Motivation	Between Groups	(Combined)	22580.077	41	550.734	2.396	0.000
		Linearity	12754.434	1	12754.434	55.500	0.000
		Deviation from Linearity	9825.643	40	245.641	1.069	0.388
	Within Groups		20912.750	91	229.810		
	Total		43492.827	132			

Base on Table 10, the results of the linearity test of the Job Satisfaction (X3) on Motivation (X2) regression equation is known that Fcount 1.069 is less than Ftable (0.05;40;91) = 1.52 so that the regression equation X3 = 16,191 + 1.006 X2 is declared linear at the significance level = 0.05. From the Table 10 results, it can be seen that the significance value of the Leadership variable Linearity (X1) on the Job Satisfaction variable (X3) is 0.000 < 0.05, which means it is significant and linear. Likewise, if viewed from the deviation from Llinearity the significance of 0.388 > 0.05, there is a significant linear relationship between the two variables. The following illustrates the linearity test using the Output Interpretation of the Scatter Plot Graph Linearity Test with SPSS version 26.

Correlation Coefficient Test

Table 11. Correlation Coefficient of Regression Equation X3 = 16,191 + 1,006 X2

Correlations		Job satisfaction	Motivation
Job satisfaction	Pearson Correlation	1	0.542
	Sig. (2-tailed)		0.000
	N	133	133
Motivation	Pearson Correlation	0.542	1
	Sig. (2-tailed)	0.000	
	N	133	133

Based on Table 11, the correlation coefficient test for job satisfaction (X3) on motivation (X2) is known that the correlation coefficient of Job Satisfaction (X3) on Motivation (X2) is 0.542, which means that there is a positive correlation between the two variables at a significance level of = 0.05.

Leadership (X2) over Motivation (X1)

Table 12. Path Coefficient of Motivation on Leadership

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	88.293	3.597		24.547	0.000
	Leadership	0.208	0.026	0.566	7.854	0.000

Based on the calculations in Table 12, it is known that the value of = 88.293 and the value of = 0.208, so the regression equation for academic achievement on achievement motivation is X2 = 88.293 + 0.208 X1.

Regression Equation Significance Test

Table 13. ANOVA Regression Equation X2 = 88.293 + 0.208 X1

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4035.517	1	4035.517	61.683	0.000
	Residual	8570.483	131	65.424		
	Total	12606.000	132			

Based on Table 13, the results of the regression significance test of Motivation (X2) on Leadership (X1) is known that Fcount = 61.683 is greater than Ftable (0.05;1;131) = 3.913, so that the regression equation X2 = 88.293 + 0.208 X1. is significant at the significance level = 0.05.

Regression Equation Linearity Test

Table 14. ANOVA Test Linearity Regression Equation X2 = 16,191 + 1,006 X1

			Sum of Squares	df	Mean Square	F	Sig.
Motivation * Leadership	Between Groups	(Combined)	9760.067	65	150.155	3.535	0.000
		Linearity	4035.517	1	4035.517	95.006	0.000
		Deviation from Linearity	5724.550	64	89.446	2.106	0.001
	Within Groups		2845.933	67	42.477		
	Total		12606.000	132			

Based on Table 14, shown the results of the linearity test of the motivational regression equation (X2) over Leadership (X1). It is known that Fcount 2.106 is more than Ftable (0.05;64;67) = 1.50 so that the regression equation is stated to be linear at the significance level = 0.05. Linearity graph of X2 over X1 using SPSS V.24 with the output in the form of a straight-line scarlet/dot graph.

Correlation Coefficient Test

Table 15. Correlation Coefficient of Regression Equation X2 = 88.293 + 0.208 X1

Correlations		Leadership	Motivation
Leadership	Pearson Correlation	1	0.566
	Sig. (2-tailed)		0.000
	N	133	133
Motivation	Pearson Correlation	0.566	1
	Sig. (2-tailed)	0.000	
	N	133	133

Based on Table 15, shown the correlation coefficient test of Motivation (X2) on Leadership (X1). It is known that the correlation coefficient of Motivation (X2) on Leadership (X1) is 0.566 at the significance level = 0.05.

Job Satisfaction (X3) on Leadership (X1) and Motivation (X2)

Table 16. Path Coefficient of Job Satisfaction (X3) on Leadership (X1) and Motivation (X2)

Coefficients						
	Model	Unstandardized Coefficients		Standardized Coefficients	t.	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.488	14.425		2.114	0.036
	Leadership	0.315	0.054	.462	5.795	0.000
	Motivation	0.520	0.148	.280	3.515	0.001

Based on the calculation of table 16, it is known that the value of the constant b_0 = 30.488 and the value of the regression coefficient $b1$ = 0.315 and $b2$ = 0.520 so that the multiple linear regression equation is X3= b0 + b1 X1+ b2 X2 or X3= 30,488 + 0,315 X1 + 0,520 X2.

Table 17. Testing the Regression Equation Correlation Coefficient

		Job satisfaction	Leadership	Motivation
Job satisfaction	Pearson Correlation	1	0.620**	0.542**
	Sig. (2-tailed)		0.000	0.000
	N	133	133	133
Leadership	Pearson Correlation	0.620	1	0.566**
	Sig. (2-tailed)	0.000		0.000
	N	133	133	133
Motivation	Pearson Correlation	0.542	0.566**	1
	Sig. (2-tailed)	0.000	0.000	
	N	133	133	133

Base on Table 17, there are the results of the analysis as summarized which shows the statistical price for the variable coefficient X1, namely t-count = 5.795 and p-value = 0.000/2 <0.005, or H_0 is rejected, which means that leadership has a positive effect on teacher job satisfaction. Furthermore, the statistical price for the variable coefficient X2 is t-count = 3.515 and p-value = 0.001/2 = 0.0005 or H_0 is rejected, which means that motivation has a positive effect on job satisfaction. Researcher tests the linearity requirements of the regression equation to X3 = 30.488 + 0.315 X1+ 0.520 X2.

Hypothesis Testing

Hypothesis testing using the structural equation modelling (SEM) technique with AMOS 24 Version software aims to determine whether there is a direct or indirect effect. The direct effect is the influence of the independent variable (exogenous) on the dependent variable (endogenous). Testing the direct effect on the research model is carried out by looking at the path coefficient values in each research hypothesis path and followed by the t-test (CR: Critical Ratio) to determine the path coefficient value or

the influence value in the significant category. The following is a table containing the values of t and sig. The results of path analysis are shown on Table 18.

Table 18. Estimation Results Regression Weights: (Group number 1 - Default model)

	Influence		Estimate	S.E.	C.R.	P	Decision
X2	←	X1	0.208	0.026	7.884	***	Significant
X3	←	X1	0.315	0.054	5.839	***	Significant
X3	←	X2	0.520	0.147	3.541	***	Significant

The First Hypothesis Is That There Is a Positive Direct Influence of Leadership (X1) On Job Satisfaction (X3)

The statistical hypothesis test is the positive direct effect of Leadership (X1) on Job Satisfaction (X3). From the results of the calculation of the Structural Equation Modelling the direct influence of Leadership (X_1) on Job Satisfaction (X_3), the path coefficient value _31 is 0.46. The CR (t-count) is 7.884 because the value of CR (7.884) 1.96, then accept H_1, reject H_0, and it can be interpreted that there is a significant positive direct effect of Leadership (X_1) on Job Satisfaction (X_3). The results of the first hypothesis analysis provide findings that the better the leadership job satisfaction to increase and vice versa, the worse leadership cause a decrease in job satisfaction (X_3).

The Second Hypothesis Has a Positive Direct Effect on Motivation (X2) On Job Satisfaction (X3)

The statistical hypothesis test is the positive direct effect of motivation (X2) on job satisfaction (X3). From the results of the calculation of the Structural Equation Modelling the direct influence of Motivation (X2) on Job Satisfaction (X3), the path coefficient value _32 is 0.28. The CR (t_{count}) is 5.839 because the value of CR (3.541) 1.96, then accept H1, reject H0, and it can be interpreted that there is a significant positive direct effect of motivation (X2) on job satisfaction (X3). The results of the first hypothesis analysis provide findings that the higher or stronger the motivation (X2) will cause job satisfaction to increase and vice versa, the weaker or lower motivation (X2) will cause a decrease in job satisfaction (X3). Significantly based on the AMOS output, the p-value is written in the triple star symbol, which means the sig value is minimal.

The Third Hypothesis Is That There Is A Positive Direct Influence of Leadership (X1) On Motivation (X2)

The statistical hypothesis test is the positive direct effect of leadership motivation (X2). Based on the results of the calculation of Structural Equation Modelling. The direct influence of Leadership (X_1) on Motivation (X_2), the path coefficient value _31 is 0.57 and CR (t-count) is 3.541, because the value of CR (7.884) 1.96, then accept H1, reject H0 and can be interpreted that there is a significant positive direct effect of leadership motivation (X_2). The results of the first hypothesis analysis provide findings that the better the leadership, the motivation (X_2) to increase and vice versa, the worse the leadership cause the motivation to decrease (X_2).

Discussion
Leadership and Job Satisfaction

Leadership will have a significant influence on job satisfaction. This statement is in line with other researcher which state leadership is the ability and readiness possessed by a person to influence, encourage, invite, guide, move and if necessary, force others to accept that influence and then does something that can help achieve goals for specific purpose (Ibrahim & Daniel, 2019; Iqbal et al., 2015). Satisfaction is a pleasant feeling which is the result of individual perceptions in order to complete tasks or fulfil their needs to obtain work values that are important for them (Pratiwi & Himam, 2014). This is emphasized by previous researcher that job satisfaction is a pleasurable feeling that results from the perception that's one's job fulfils or allows for the fulfilment of one's important job value (Weikamp & Göritz, 2016).

School administrative staff are tasked with providing administrative service support for implementing the education process in schools (Valentina et al., 2018). They are non-teaching staff, commonly known as administrative staff (TU) (Muspawi & Robi'ah, 2020). In general, TU staff or administrative staff in Indonesian schools must work in all fields assigned by the principal or by the head of the TU. They also have to work well with the principal and teachers, or they work alone. In terms of education graduates, school administration staff in Indonesia do not have a specific level of education; they can be elementary, middle, high school graduates, or undergraduate graduates (Achmadwati et al.,

2018). Meanwhile, according to Law Number 13 of 2003 concerning Manpower, honorary employees are casual daily workers known as Workers with Specific Time (PWT). Thus, Honorary School Administration Personnel are workers with a particular time serving school administration to run educational activities in schools.

In line with previous study that state, one of the factors of job satisfaction is the leadership factor, or Supervision satisfaction, which means workers' feelings about their superiors (Colquitt et al., 2014). From the description of the theory, it is known that there is one determining factor for increasing job satisfaction in schools, including the leadership principal. Job satisfaction reflects a person's feelings towards his work; this can be seen in the attitude of employees towards their work and everything they face in their work environment. Job satisfaction is one of the factors that encourage someone to want to work. If an employee has obtained satisfaction from his work, he will feel happy to work (Siagian & Khair, 2018). It is in line with the opinion of other researcher, who view job satisfaction as feeling satisfied or dissatisfied by employees with their work, this feeling will be seen from employees' attitudes towards work and their work environment (Dewi & Riana, 2019; Kaswan, 2012). There are three dimensions that are generally accepted for job satisfaction. First, job satisfaction is an emotional reaction to work situations. Second, job satisfaction is often determined by how results meet or exceed expectations. Third, job satisfaction represents several related attitudes (Kaswan, 2012). Beside of that, work atmosphere and environment, equipment that supports work implementation, and leadership attitudes in the workplace leadership, monotonous leadership nature of work or not (Auliani & Wulanyani, 2017). This finding provides empirical confirmation that one of the predictors of job satisfaction is influenced by leadership factors.

Motivation and Job Satisfaction

Motivation and job satisfaction have an enormous influence. A job is always related to two aspects: work it and aspects related to work such as salary or welfare supervision co-workers. Someone will experience job satisfaction if the work was done can lead to achievement, recognition, responsibility (Mangkunegara., 2009). One of the variables that affect job satisfaction is employee motivation, which is indicated by the support of activities that lead to goals (Kusjono et al., 2021). Motivation from within employees can come from the need for money, appreciation, power, and recognition. A previous study shows the strength of the relationship between teacher work motivation and teacher job satisfaction. That means that the higher the work motivation of the school administration staff, the better the satisfaction of the school administration staff will be. The work motivation of honorary school administrative staff positively contributes to increasing job satisfaction of honorary school administrative staff (Ulfathmi et al., 2021). Positive relationship between work motivation and job satisfaction of education office employees that there is a positive direct influence of work motivation on employee job satisfaction, where with increased motivation will affect employee job satisfaction.

Motivation is a set of energetic forces that come both inside and outside the worker's self, encourage work-related efforts, and support its direction, intensity, and perseverance (Colquitt et al., 2014). Motivation is defined as a set of energetic forces that come from both inside and outside the worker, encourage work-related effort, and support its direction, intensity, and persistence. Motivation is a critical consideration because work performance is primarily a function of two factors: motivation and ability. There are two forms of motivation, namely intrinsic motivation and extrinsic motivation (Locke & Schattke, 2019). Intrinsic motivation is the driving force of work that comes from within the worker in the form of awareness of the meaning of the work carried out. Extrinsic motivation is the driving force of work that comes from outside the worker's self in the form of a condition that requires carrying out the work to the fullest. Motivation is a set of driving forces that come from inside and outside an employee, encourage work-related efforts, and determine their direction, intensity, and persistence or durability (Ganta, 2014). Then results in finding specific goals that can create a sense of satisfaction and reduce tension when achieved. Therefore, employees who have high work motivation will have a high level of job satisfaction (Kosasih, 2017). A person's motivation usually includes the desire to excel, get awards for achievements achieved, challenges in achieving goals, having a sense of belonging, developing abilities, involvement in decisions, and opportunities for advancement (Subariyanti, 2017).

Leadership and Motivation

Leadership has an enormous influence on motivation; various researchers conducted studies both theoretically and empirically regarding the influence of leadership on motivation. Leadership has a motivational function. The leader behaviour is acceptable and satisfying to subordinate to the extent that the subordinate see such behaviour as either an immediate source of satisfaction or as instrumental to future satisfaction (Donia et al., 2016). Leadership is the process of directing and influencing the task

related activities of group members. Leadership is the process of directing and influencing members in terms of various activities that must be carried out (Hoch & Kozlowski, 2014). In line with previous study which states that leadership is the ability to influence the activities of others through communication, both individually and in groups towards achieving goals (Dalimunthe, 2018). Therefore, the inputs to the theory are various types of leader behaviour, and the outputs are subordinates' acceptance of leadership, subordinates' job satisfaction, and subordinates' motivation. A leader is essentially someone who can influence the behaviour of others in his work by using power.

Leadership as a complex process in which one person influences others to achieve a mission, task, or goal and directs them to make it more cohesive and more coherent (Purwanto et al., 2020). To find out more about leadership, the description below will quote some expert opinions on leadership. Previous researcher states that the basic idea underlying this theory is that a leader can influence the satisfaction, motivation, and performance of subordinates by (1) providing rewards; (2) the acquisition of rewards depends on the achievement of performance; and (3) assisting subordinates in obtaining rewards by explaining the path of goals (i.e., by helping subordinates to understand what they must do clearly), and making that direction easy to implement (i.e., by assisting subordinates) (Apriliyani, 2021).

4. CONCLUSION

Leadership has a positive influence on the job satisfaction of honorary school administrative staff. That means that the quality and role, and involvement of high school principals will result in increased job satisfaction of honorary school administrative staff. Work motivation has a positive effect on job satisfaction. Strong or high work motivation will result in increasing job satisfaction of honorary school administrative staff. Conversely, decreased work motivation will result in low job satisfaction. Principal leadership has a positive influence on work motivation. In this case, exemplary leadership in the form of democratic and transformative will lead to an increase in the work motivation of honorary school administrative staff. Principal leadership is vital in providing facilities to the organization and paying attention to the needs of honorary school administrative personnel. It is to support smooth work to be oriented to individual goals in achieving satisfaction, and then implemented to others in providing exemplary service to the community. As honorary school administrators who play an essential role in an educational institution, they must have the awareness to motivate themselves in carrying out their duties so that the desired goals can be achieved.

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